

WOODMONT MIDDLE

325 N. Flat Rock Rd.
Piedmont, SC 29673

GRADES 6-8 Middle School

ENROLLMENT 849 Students

PRINCIPAL Brenda Campbell 864-299-8373

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	28	7	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

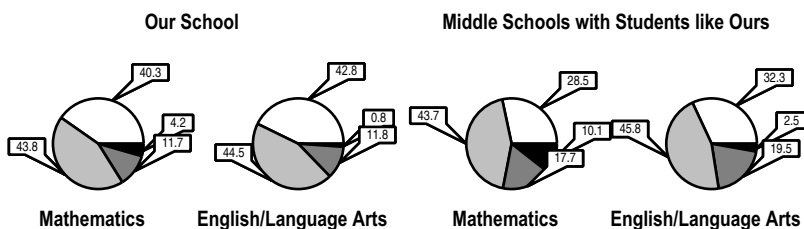
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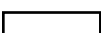
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	254	148
Percent satisfied with learning environment	76.1%	50.4%	62.2%
Percent satisfied with social and physical environment	83.0%	63.9%	52.1%
Percent satisfied with home-school relations	28.9%	68.7%	57.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	833	99.6	42.8	44.5	11.8	0.8	12.6	17.6
Gender								
Male	457	99.8	51.1	41.2	7.7	N/A	7.7	17.6
Female	376	99.5	33.2	48.4	16.6	1.7	18.3	17.6
Racial/Ethnic Group								
White	592	99.5	36.3	47.3	15.3	1.1	16.4	17.6
African-American	234	100.0	60.1	36.9	3.0	N/A	3.0	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	653	99.8	33.5	50.7	14.8	1.0	15.8	17.6
Disabled	180	98.9	80.5	19.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	833	99.6	42.7	44.6	11.9	0.8	12.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	833	99.6	42.7	44.6	11.9	0.8	12.6	17.6
Socio-Economic Status								
Subsidized meals	414	99.3	52.1	40.1	7.8	N/A	7.8	17.6
Full-pay meals	417	100.0	34.2	48.7	15.6	1.5	17.1	17.6

Mathematics								
All students	833	100.0	40.3	43.8	11.7	4.2	15.9	15.5
Gender								
Male	457	100.0	39.9	44.6	11.9	3.7	15.6	15.5
Female	376	100.0	40.7	43.0	11.4	4.8	16.2	15.5
Racial/Ethnic Group								
White	592	100.0	33.3	46.9	14.1	5.7	19.8	15.5
African-American	234	100.0	59.6	35.0	4.9	0.5	5.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	653	100.0	29.6	51.0	14.1	5.3	19.4	15.5
Disabled	180	100.0	82.8	15.2	2.0	N/A	2.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	833	100.0	40.3	43.8	11.7	4.2	15.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	833	100.0	40.3	43.8	11.7	4.2	15.9	15.5
Socio-Economic Status								
Subsidized meals	414	100.0	50.3	40.6	8.0	1.1	9.1	15.5
Full-pay meals	417	100.0	31.1	46.7	15.1	7.1	22.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	N/A	36.1	38.1	23.4	2.4	25.8
	Grade 7	263	N/A	32.1	51.5	13.7	2.7	16.4
	Grade 8	214	N/A	44.1	43.1	11.8	0.9	12.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	99.6	45.5	39.4	14.2	0.8	15.0
	Grade 7	261	99.6	36.0	49.6	13.6	0.8	14.4
	Grade 8	290	99.7	46.3	44.8	8.1	0.7	8.9
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	N/A	41.0	45.8	9.6	3.6	13.1
	Grade 7	263	N/A	50.4	34.4	9.9	5.3	15.3
	Grade 8	214	N/A	53.6	42.2	3.3	0.9	4.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	100.0	26.7	47.0	17.0	9.3	26.3
	Grade 7	261	100.0	43.5	41.8	11.4	3.4	14.8
	Grade 8	290	100.0	49.8	42.8	7.0	0.4	7.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 849)				
Students enrolled in high school credit courses (grades 7 & 8)	12.3%	Up from 7.3%	14.4%	14.4%
Retention rate	6.2%	Down from 6.8%	2.4%	2.3%
Attendance rate	94.6%	Down from 94.7%	95.3%	95.2%
Eligible for gifted and talented	11.9%	Up from 10.0%	16.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.6%	Up from 20.5%	14.5%	14.1%
Older than usual for grade	5.8%	Up from 4.8%	4.8%	4.9%
Suspended or expelled	3.3%	Up from 3.1%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	41.5%	Up from 38.0%	47.1%	47.1%
Continuing contract teachers	75.5%	Down from 84.0%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	No change	86.2%	84.3%
Teacher attendance rate	98.6%	Up from 97.8%	94.9%	95.0%
Average teacher salary	\$41,267	Up 1.9%	\$39,845	\$39,924
Prof. development days/teacher	11.3 days	Up from 11.2 days	10.4 days	10.7 days

School				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio	21.9 to 1	Up from 14.0 to 1	21.6 to 1	21.0 to 1
Prime instructional time	92.6%	Up from 91.4%	88.9%	88.9%
Dollars spent per pupil*	\$5,162	Up 5.9%	\$5,677	\$5,854
Percent spent on teacher salaries*	61.9%	Down from 63.3%	62.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodmont Middle School continues to serve students from a large attendance area in the southern part of Greenville county. We transport approximately fifty percent of our students through sixteen bus routes. During the 2002-03 school year, Woodmont Middle School teamed at all three grade levels. This structure allowed students more opportunities for related arts choices and gave teachers time for planning as a grade level and for professional development.

Our seven period day allowed students to take five academic subjects every day and participate in two related arts classes per semester. Our faculty is now 100% trained using Learning Focused strategies for classroom instruction. Among other special initiatives, Woodmont Middle School teachers are being trained to initiate the International Baccalaureate (IB) program. Our entire faculty was trained and has implemented the Baldrige Strategies for Continuous School Improvement. As part of a district initiative to assist in data driven decision-making, we completed a School Portfolio. The portfolio includes data in seven areas identified as crucial in raising student achievement. Through additional state funding we were able to provide Math and ELA assistance classes during the school day. Our after-school program for PACT assistance was highly successful serving approximately 250 students.

Woodmont has seen an increase over time on the PACT test in 6th grade ELA and Math as well as 7th grade ELA and Math. Woodmont Middle School currently offers the following courses for high school credit: 7th grade Algebra 1, 8th grade Algebra 1, and Spanish 1. For the 2003-04 school year, English 1 and Geometry will be added to the 8th grade curriculum.

Woodmont Middle School's Mission is to "Prepare students academically and socially to become responsible, productive members of society." Our faculty, staff, and administration will continue to work toward program improvement, data driven decision-making, and continuous quality school improvement.

Brenda Campbell
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.